

Campus Improvement Plan

2024 - 2025



Bowden Academy

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Board of Trustees



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VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Board Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in August 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2024-2025 Campus Goals

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from ___ in August 2024, to ___ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from ___ in August 2024, to ___ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ___ in 2024, to ___ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the

Comprehensive Needs Assessment Process

CNA Meeting Dates	Meeting Topics and Actions
<p>Meeting #1 May 1, 2024 4pm</p>	<p>Process: The entire CAC reviewed quarter 4 and summative Key Performance Indicators and determined highest areas of priorities in each of the 4 ESSA categories for the 24-25 school year.</p> <p>Examined: The team examined data from the 23-24 Key Performance Indicators and discussed together as a group. The team examined different aspects of the 4 ESSA categories, discussing the campuses highest priorities based on data. The team examined interim assessment data, attendance data, and behavior data.</p> <p>Created: Through the discussion, the CAC team decided which goals are most appropriate to carry over for the 24-25 school year. The team provided insight into which specific areas within the categories of demographics, student learning, processes and programs, and perceptions should be of concern for the 24-25 school year.</p>
<p>Meeting #2 May 6, 2024 4pm</p>	<p>Process: The CAC revisited the areas examined last meeting, through thorough discussion, the team determined which areas examined should be focus of the CNA.</p> <p>Examined: The CAC team examined the goals set last meeting utilizing interim assessment data, attendance data, and behavior data.</p> <p>Created: The team then created problem statements and possible root causes for each of the domains in the CNA to include at least two in demographics, learning, programs and processes, and perceptions.</p>

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

After looking at data from the Key Performance indicators in the spring of the 23-24 school year, a discussion was held with the CAC on this year's goals and priorities and which goals and priorities would be most impactful for the 24-25 school year. It was determined that PD goals and instructional coaching goals will be discontinued for next school year. Attendance and student achievement should continue on in the 24-25 school year with slight changes. Discipline measures were met this school year, but the committee determined that there will continue to be a goal for discipline next school year.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)	<input type="checkbox"/>	Student Graduation/Promotion Rate	<input type="checkbox"/>	Bilingual Service Records	<input type="checkbox"/>	Anecdotal data from programs	
STAAR Domain 3 Data	<input type="checkbox"/>	GT Service Records	<input type="checkbox"/>	Classroom Observation Data	<input type="checkbox"/>	EOY Assessment Data	<input type="checkbox"/>
Special Education Service Records	<input type="checkbox"/>	PEIMS Standard Reports	<input type="checkbox"/>	CTE Enrollment	<input type="checkbox"/>	Anecdotal data from T-TESS	<input type="checkbox"/>
Student Attendance Records	x	Teacher Attendance Records	<input type="checkbox"/>	Other (Indicate to the Right)	X	Student discipline referrals	

Student Learning

STAAR/EOC Results	<input type="checkbox"/>	Local Benchmark Results	X	State Interim Results	X	MAP Data	X
CIRCLE Data	<input type="checkbox"/>	CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates	<input type="checkbox"/>	CTE Enrollment		Semester Exam	
Other (Indicate to the Right)	<input type="checkbox"/>	Quarterly Averages	<input type="checkbox"/>	Other (Indicate to the Right)	X	observational data	

Processes and Programs

Observational Data		Sign-Ins / Minutes	X	Calendar of Events	<input type="checkbox"/>	RDA (PBMAS) Reports	<input type="checkbox"/>
Tutoring/Enrichment Opportunities	X	MTSS Data	<input type="checkbox"/>	Branching Minds	<input type="checkbox"/>	Feedback Given To Teachers	<input type="checkbox"/>
Coaching Cycle	<input type="checkbox"/>	SEAD Activities & Effectiveness	<input type="checkbox"/>	Effectiveness of Restorative Practices	<input type="checkbox"/>	Rhythm Data	<input type="checkbox"/>
App usage dashboard	<input type="checkbox"/>	SKEW Data	<input type="checkbox"/>	Out of class routines	<input type="checkbox"/>	T-TESS Data	<input type="checkbox"/>
Other (Indicate to the Right)	X	Insight Survey Data	X	Other (Indicate to the Right)	X	Teacher surveys	

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys	<input type="checkbox"/>	Classroom Observations	<input type="checkbox"/>	Parental Involvement Data	X
Parent Volunteers	<input type="checkbox"/>	Calendar of Parent Engagement	X	Feedback to Teachers	<input type="checkbox"/>	Mission, Values, and Vision	<input type="checkbox"/>
Other (Indicate to the Right)	X	Special education interim data		Other (Indicate to the Right)	<input type="checkbox"/>		

ve Needs Assessment - Demographics

Area Examined	Data Sources	
Student Attendance	Student Attendance Records	PS DE-1
		RC DE-1
Student Discipline	Student Referrals and Discipline Records	PS DE-2
		RC DE-2
Choose One		PS DE-3
		RC DE-3
Choose One		PS DE-4
		RC DE-4

**Strengths &
Areas for
Improvement
Based on your
Data Analysis**

Strengths

The daily average atten

Areas for Improvemer

The percentage of chro
not being an allocation,
streamlining of middle s
mediate for social emot

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Problem Statements and Root Causes

In the 2022-23 average daily attendance rate was 87.1%, **this year 23-24 our current average daily attendance rate is 89.78%**. 12.3% of Bowden students are considered chronically absent during the 23-24 school year, with an attendance rate lower than 80%.

The campus wide attendance systems lack consistent follow through. As a campus, we have a high number of chronically absent students. A more robust attendance system is needed for students who are chronically absent. (ESF 1.3)

The overall amount of elementary discipline incidents has decreased this school year (2023-24 35 incidents) from last year (2022-23 74 incidents). Additional focus on this area is needed to continue to decrease the overall amount of discipline incidents.

A system of explicit school-wide behavioral expectations are needed. (ESF 3.1)

Attendance rate has increased for the 2023-2024 school year. Discipline referrals and incidents decreased from the 22-23 school year.

It

chronically absent students is still significant, and many of the students who have consistent absences continue to be absent year over year. Due to the ISS monitor the campus is unable to hire an ISS monitor until funding is secured. Elementary discipline incidents increased from the previous year, which may be due to a school systems but not streamlining the systems school wide. We have systems in place to mediate for academic concerns, but we don't have systems in place to address emotional or behavioral concerns. This year we have experienced more teacher turnover than the past few years (16%), creating vacancies that have not been filled.

Comprehensive Needs Assessment - Student Learning

Area Examined	Data Sources	
Grade Level Readiness	NWEA MAP MOY (2023-2024)	PS SL-1
		RC SL-1
EOY Assessment Outcomes	Interim Assessment #3	PS SL-2
		RC SL-2
Choose One		PS SL-3
		RC SL-3
Choose One		PS SL-4
		RC SL-4
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths - The MOY mt were at or above grade le their students. Teachers following each assessme participate in data analysi to help make determinatic</p> <p>Areas for Improvement naming the specific stude 41% of the time and chec identify students who hav systems were put in place</p>	

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Problem Statements and Root Causes

67% of K-8 Bowden students scored below the median percentile on NWEA Math Map (Winter 2023-24).
 68% of K-8 Bowden students scored below the median percentile on NWEA Reading Map (Winter 2023-24).
 54% of K-5 Bowden students scored below the median percentile on NWEA Spanish Reading Map (Winter 2023-24).

Intervention resources and strategies to close gaps and move students to grade level are lacking (ESF 4.1).

During the 23-24 school year, 48% met growth on IA #3 Reading and Math with achievement percents of 49% approaches, 25% meets, and 9% masters. (3rd-9th grade)
 **New STAAR data will be added in May/June 2024

Formative assessments are inconsistently used to measure progress towards mastery of specific grade level standards and support. (ESF 4.1)

Class data indicated that 1st and 2nd grade dual language students were meeting our campus goals (1st: 40%, 2nd: 55%). 63% of 1st grade dual language students were at or above grade level. 85% of 2nd grade dual students were at or above grade level. The majority of teachers understand the accountability system and the performance levels of students have grown in their understanding of the state standards. The campus has a consistent assessment calendar which includes established cycles of data analysis and intervention. Teachers attend and engage in professional development provided, participate in design sessions with leadership team to learn about Tier 1 practices and interventions. Teachers met monthly with MTSS coordinator to discuss student academic needs. MTSS students are tracked using a spreadsheet and data tracker for student referrals.

- Teachers are inconsistent about identifying the highest leverage gap, determining key conceptual and procedural gaps between student work and the exemplar, and understanding that if corrected would yield the greatest increase in mastery. (ESF 5.3) Walkthroughs show that teachers write daily learning targets for understanding often also 41% of the time. Many students receiving MTSS services are not moving out of MTSS. Staff are somewhat engaged in planning to address significant learning gaps or who lack key foundational skills. However, students are not consistently provided with timely interventions throughout the year. Some interventions were implemented, but were not maintained. (ESF 5.4)

Comprehensive Needs Assessment - Processes & Programs

Comprehensive Needs Assessment - Processes & Programs		
Area Examined	Data Sources	
Tutoring	CAC survey, Tutoring participation	PS PP-1
		RC PP-1
Teacher Leadership	Insight Survey	PS PP-2
		RC PP-2
Choose One		PS PP-3
		RC PP-3
Choose One		PS PP-4
		RC PP-4
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths - 82% of teachers reported that they were "Teachers Teaching Teachers" at the STAAR grade level teaching content area instruction." According to the data analysis, the leadership team did not have a systematic approach and lacked a systematic approach to the CAC named tutoring ;</p>	

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes & Programs (Minimum 2 Areas)

Problem Statements and Root Causes

75% of CAC members indicated that tutoring was an area of concern. Tutoring times must vary and a system to contact parents needs to be established.

Teachers are reluctant to tutor after school as students do not stay; some are caregivers to siblings. The only time offered right now is after school. Also, parents are not aware of the necessity of tutoring. There is no established days for tutoring.

Only 13% of teachers indicated that there are opportunities for Teacher Leadership on the 23-24 Insight Survey.

Grade level and content teacher leaders have not been identified or trained in adult learning facilitation or team dynamics. (ESF 2.1)

Teachers agree that "Bowden prioritizes teacher PD". Teacher PD was consistently provided every Friday, focusing on tier 1 instruction and student data. Three "Leadership" sessions were held throughout the year to provide instructional leadership opportunities. 93% of teachers agreed that "PD was based on student data". Teachers designed student learning with instructional leaders twice weekly. 72% of teachers agree that "Me and my coach use standards to drive the design of my lessons". On the Insight survey, 67% of teachers said they regularly reviewed student work with an instructional leader.

- According to the Insight Survey, 13% of teachers said that the campus "Identified opportunities for me to pursue teacher leadership roles." The instructional leaders do not have the capacity to consistently support Prek-2nd grade teachers through DSE or coaching. While there was some observation and feedback, it was not consistent across the campus. Tutoring was offered and pay was available for teachers after school. Only one teacher chose to participate in after school tutoring. 75% of CAC members indicated tutoring as an area of concern for the campus.

Comprehensive Needs Assessment - Perceptions

Comprehensive Needs Assessment - Perceptions		
Area Examined	Data Sources	
Services Support	Interim assessment data	PS PE-1
		RC PE-1
Parent Engagement Attendance	Parent Teacher Conferences Log	PS PE-2
		RC PE-2
Choose One		PS PE-3
		RC PE-3
Choose One		PS PE-4
		RC PE-4
Strengths & Areas for Improvement Based on your Data Analysis	<p>Strengths Parent engagement in Learning, which drew a ranged from 100-200 f sports), and students a</p> <p>Areas for Improvement SPED students are not to engage in.</p>	

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.	
Student Learning (Minimum 2 Areas)	
Problem Statements and Root Causes	
On the language arts STAAR interim assessment, 20% of SPED students scored approaches, 12% scored meets, and 8% scored masters. On the STAAR math simulation, 21% of SPED students scored approaches, 0% scored meets, and 0% scored masters.	
There is a lack of systems around implementation of services, IEP goals and supports, and progress monitoring.	
The completion rate of parent-teacher conference in Fall 2023 was 65% conferences completed. Inconsistent data was collected for the Spring parent-teacher conferences therefore the parent conference completion rate is unknown.	
There is a lack of systems to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way. (ESF 3.3)	
<p>Increased this school year through the involvement of parent volunteers and monthly Cafecito attendance. This year we conducted campus wide Celebrations of a large turnout with many families across all grade levels attending to see performances and what their children are learning at school. Attendance at these events families at each event. There were some after school enrichment opportunities available to students this school year (Gemini Ink, band, film club, UIL, middle school are eager to be involved in after school activities.</p> <p>nt</p> <p>: performing comparable to their peers on summative assessments in ELAR and Math. There is a need for more enrichment opportunities and activities for students</p>	

Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)
DE-1	1,2,3	By the end of the 24-25 school year, we will have an overall average daily attendance rate of 91% from last years 89.7%	Staff members will work collaboratively to create a school-wide protocol with families to increase student daily attendance and monitor and target chronically absent students and incentivize students.	Administrative Team, Attendance Committee, Classroom Teachers
	PS #	Quarterly KPIs	By the end of the first quarter, the attendance plan will be communicated to staff and families. The attendance committee will have incentives, and design a tracking system. The campus attendance rate will be at 90%.	
			By the end of the second quarter, campus will have hosted one attendance incentive event and the campus attendance rate will be at 90.6%	
			By the end of the third quarter, campus will have hosted two (total) attendance incentive events, the chronically absent percentage first two quarters, and the campus attendance rate will be at 90.6%	
			By the end of the fourth quarter, the campus will award all perfect attendance students, the chronically absnt list will be down 10% campus attendance rate will be at 91%	
DE-1				
DE-2	1,2,4	By the end of the 24-25 school year, there will be a 50% decrease in the overall amount of discipline incidents from the previous year. (Last year's discipline 108 incidents)	School administrators will create a plan to clearly communicate school expectations. Administrators and staff will develop a discipline system that is communicated with staff before the school year begins. Clear expectations will be communicated to students within the first month of school. An ISS monitor will be hired to work with the school counselor and administration.	Administrative Team
	PS #	Quarterly KPIs	By the end of the first quarter, discipline incidents will be tracked and will show a 50% decrease from the 1st quarter of the 23-24 s	
			By the end of the second quarter, discipline incidents will be tracked and will show a 50% decrease from the 2nd quarter of the 23-	
			By the end of the third quarter, discipline incidents will be tracked and will show a 50% decrease from the 3rd quarter of the 23-24	
			By the end of the fourth quarter, discipline incidents will be tracked and will show a 50% decrease from the 4thquarter of the 23-24	
DE-2				

Fund /Purchase/ Amount
173-11-6499-11-147-11-0-00
created a calendar of
e at 90.4%
will be down 5% from the
% from previous year, and the
210-11-6118-23-147-11-0-00
school year.
-24 school year.
school year.
school year.

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)				
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes				
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)
SL-1	1,2,3	By the end of the 24-25 school year, there will be a 10% fewer students who scored below the MAP Average percentile (50%) on NWEA Math, Reading and Spanish Reading outcomes compared to EOY (Current Reading 16%; Math 19%; RSpan 27%)	Community Organization (Ella Austin, Family Services) will be used to provide daily interventions for Math and Reading. Interventions will consist of various online platforms (IXL, Iready, Delta Math, Accelerated Reader, Study Island, etc) and other instructional resources.	Admin Team and Instructional Coaches
	PS #	Quarterly KPIs	By the end of the first quarter, there will be a 4% decrease in Bowden students who scored below the median percentile on Math, NWEA MAP assessments.	
	SL-1		By the end of the second quarter, there will be a 6% decrease in Bowden students who scored below the median percentile on Ma MOY NWEA MAP assessments.	
	SL-1		By the end of the third quarter, there will be a 8% decrease in Bowden students who scored below the median percentile on Math, assessments.	
	SL-1		By the end of the fourth quarter, there will be a 10% decrease in Bowden students who scored below the median percentile on Ma EOY NWEA MAP assessments.	
SL-2	1,2,3	By the end of the 24-25 school year, 70% of students will meet growth on final CBA and/or STAAR EOY results in Reading and Math with achievement percents of 65% approaches, 40% meets, and 18% masters. (Current: Reading 63/35/18; Math 50/26/14)	Bowden will participate in year 2 of Texas Instructional Leadership through Region 20 on Lesson Alignment and Formative Assessment. Teachers implement a system for daily formative assessment and data collection. Teachers will utilize TEKS aligned, campus-purchased instructional materials to supplement their daily lessons. Staff/Administration will attend training from various outside agencies to get first hand experience on new research methodology.	Admin Team and Instructional Coaches
	PS #	Quarterly KPIs	By the end of the first quarter, students will show 50% growth and achievement percents of 65% approaches, 40% meets, and 18% and reading CBAs.	
	SL-2		By the end of the second quarter, students will show 60% growth and achievement percents of 65% approaches, 40% meets, and 18% and reading CBAs.	
	SL-2		By the end of the third quarter, students will show 65% growth and achievement percents of 65% approaches, 40% meets, and 18% and reading CBAs.	
	SL-2		By the end of the fourth quarter, students will show 70% growth and achievement percents of 65% approaches, 40% meets, and 18% and reading assessments.	

Fund /Purchase/ Amount
199-11-6399-00-147-11-0-00; 461-11-6399-00-147-11-0-00; 210-11-6399-00-147-11-0-00;
Reading, and Spanish Reading BOY
Math, Reading, and Spanish Reading
Reading, and Spanish Reading IA #3
Math, Reading, and Spanish Reading
210-013-6239-00-147-99-0-00
% masters on first nine weeks math
18% masters on second nine weeks
18% masters on third nine weeks math
18% masters on EOY STAAR math

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)				
The CAC will create Processes & Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes				
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)
PP-1	1,2,3	By the end of the 2024-2025 school year, a tutoring system is established that supports 30% of students that scored DNM on STAAR. (RDNM 44%; MathDNM 60%)	The Bowden administrative team will develop a tutoring system to be implemented by teachers, identifying students that are high priority, as well as building a system of communication with both parents and students. Students and teachers will be incentivized to participate in tutoring.	Administrative Team, Teachers
	PS #	Quarterly KPIs		
	PP-1			
	PP-1			
	PP-1			
PP-1	By the end of the first quarter, the Bowden administrative team will develop a system for tutoring, and communication with both pa with all teachers.	By the end of the second quarter, 20% of students that scored DNM on STAAR attend tutoring at least once a week.	By the end of the third quarter, 25% of students that scored DNM on STAAR attend tutoring at least once a week.	By the end of the fourth quarter, 30% of students that scored DNM on STAAR attend tutoring at least once a week.
PP-2	5	By the end of the 24-25 school year, 100% of teachers will lead/colead a campus initiative.	Provide Bowden Stakeholders with opportunities for training in adult/student learning facilitation, develop systems for building teacher/admin/parent efficacy and confidence, create systems to identify grade level and content teachers, offer teacher leader initiatives and opportunities for teachers to lead clubs (Eg: chess club, breakfast club, neighborhood walk).	Administrative Team
	PS #	Quarterly KPIs		
	PP-2			
	PP-2			
	PP-2			
PP-2	By the end of the first quarter, the administrative team has developed a system for progress monitoring teacher leadership initiative up to lead a campus initiative.	By the end of the second quarter, 40% of teachers will have lead/colead a campus initiative.	By the end of the third quarter, 60-70% of teachers will have lead/colead a campus initiative.	By the end of the fourth quarter, 100% of teachers will have lead/colead a campus initiative.

Fund /Purchase/ Amount
164-11-6118-00-147-30-9-47
rents and students to be shared
211-61-6399-01-147-30-0-00; 211-61-6499-01-147-30-0-00;
es, 100% of teachers have signed

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)
PE-1	1,2,3	By the end of the 24-25 school year, on the language arts STAAR, 38% of SPED students will score approaches, 21% will score meets, On the STAAR math test, 35% of SPED students will score approaches, 15% will score meets. This will show a 3% increase in areas.	Administration will develop a system for implementation of services, IEP goals and support, and progress monitoring. Special education and general education staff will have a collaborative structure where they review progress on student goals quarterly for students of concern. During CBA and MAP data digs, special education staff collaborate and analyze data with general education teachers. Special education teachers will attend training to learn best practices in developing IEP goals and progress monitoring. General education and special education staff will collaborate on daily formative assessments to ensure accommodations meet student needs and respond to student results.	Administrative Team
	PS #	Quarterly KPIs	By the end of the first quarter, on the language arts Q1 CBA, 25% of SPED students will score approaches, 13% will score meets, the math test, 26% will score approaches, 5% will score meets, and 3% will score masters.	
			By the end of the second quarter, on the language arts Q2 CBA, 27% of SPED students will score approaches, 14% will score me masters. On the math test, 28% will score approaches, 10% will score meets, and 5% will score masters.	
			By the end of the third quarter, on the language arts STAAR simulation assessment, 29% of SPED students will score approaches 10% will score masters. On the math test, 30% will score approaches, 10% will score meets, and 5% will score masters.	
			By the end of the fourth quarter, on the language arts STAAR test, 30% of SPED students will score approaches, 14% will score r masters. On the math test, 32% will score approaches, 10% will score meets, and 5% will score masters.	
PE-1				
PE-2	4	By the end of the 24-25 school year, 50% of students will participate in student led conferences as measured by teacher logs in Branching Minds Reports	Bowden stakeholders will participate in professional development on student led conferences and evidence portfolios. Families and students are incentivized to attend conferences by providing meals and childcare and field trips	Administrative Team
	PS #	Quarterly KPIs	By the end of the first quarter, system for student led conferences developed. Five teachers pilot student led conferences during C	
			By the end of the second quarter, 25% of students will participate in student led conferences.	
			By the end of the third quarter, 40% of students will participate in student led conferences.	
			By the end of the fourth quarter, 50% of students will participate in student led conferences.	
PE-1				

Fund /Purchase/ Amount
199-11-6399-00-147-11-0-00; 461-11-6399-00-147-11-0-00; 210-11-6399-00-147-11-0-00;
and 9% will score masters. On
ets, and 10% will score
i, 14% will score meets, and
meets, and 10% will score
199-11-6412-63-147-36-0-00; 199-11-6494-00-147-11-0-00; 199-11-6494-63-147-36-0-00; 199-23-6411-00-147-99-0-00; 461-11-6412-00-147-11-0-00; 461-11-6494-00-147-11-0-00; 461-11-6494-00-147-11-8-58
October conferences.

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, the attendance plan will be communicated to staff and families. The attendance committee will have created a calendar of incentives, and design a tracking system. The campus attendance rate will be at 90%.	Choose One	
DE-2	By the end of the first quarter, discipline incidents will be tracked and will show a 50% decrease from the 1st quarter of the 23-24 school year.	Choose One	
DE-3	#REF!	Choose One	
DE-4	#REF!	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, there will be a 4% decrease in Bowden students who scored below the median percentile on Math, Reading, and Spanish Reading BOY NWEA MAP assessments.	Choose One	
SL-2	By the end of the first quarter, students will show 50% growth and achievement percents of 65% approaches, 40% meets, and 18% masters on first nine weeks math and reading CBAs.	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, the Bowden administrative team will develop a system for tutoring, and communication with both parents and students to be shared with all teachers.	Choose One	
PP-2	By the end of the first quarter, the administrative team has developed a system for progress monitoring teacher leadership initiatives, 100% of teachers have signed up to lead a campus initiative.	Choose One	
PP-3	#REF!	Choose One	
PP-4	#REF!	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, on the language arts Q1 CBA, 25% of SPED students will score approaches, 13% will score meets, and 9% will score masters. On the math test, 26% will score approaches, 5% will score meets, and 3% will score masters.	Choose One	
PE-2	By the end of the first quarter, system for student led conferences developed. Five teachers pilot student led conferences during October conferences.	Choose One	

	PE-3	#REF!	Choose One	
	PE-4	#REF!	Choose One	

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter, campus will have hosted one attendance incentive event and the campus attendance rate will be at 90.4%	Choose One	
DE-2	By the end of the second quarter, discipline incidents will be tracked and will show a 50% decrease from the 2nd quarter of the 23-24 school year.	Choose One	
DE-3	#REF!	Choose One	
DE-4	#REF!	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, there will be a 6% decrease in Bowden students who scored below the median percentile on Math, Reading, and Spanish Reading MOY NWEA MAP assessments.	Choose One	
SL-2	By the end of the second quarter, students will show 60% growth and achievement percents of 65% approaches, 40% meets, and 18% masters on second nine weeks math and reading CBAs.	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, 20% of students that scored DNM on STAAR attend tutoring at least once a week.	Choose One	
PP-2	By the end of the second quarter, 40% of teachers will have lead/colead a campus initiative.	Choose One	
PP-3	#REF!	Choose One	
PP-4	#REF!	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, on the language arts Q2 CBA, 27% of SPED students will score approaches, 14% will score meets, and 10% will score masters. On the math test, 28% will score approaches, 10% will score meets, and 5% will score masters.	Choose One	
PE-2	By the end of the second quarter, 25% of students will participate in student led conferences.	Choose One	
PE-3	#REF!	Choose One	

	PE-4	#REF!	Choose One	
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2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, campus will have hosted two (total) attendance incentive events, the chronically absent percentage will be down 5% from the first two quarters, and the campus attendance rate will be at 90.6%	Choose One	
DE-2	By the end of the third quarter, discipline incidents will be tracked and will show a 50% decrease from the 3rd quarter of the 23-24 school year.	Choose One	
DE-3	#REF!	Choose One	
DE-4	#REF!	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, there will be a 8% decrease in Bowden students who scored below the median percentile on Math, Reading, and Spanish Reading IA #3 assessments.	Choose One	
SL-2	By the end of the third quarter, students will show 65% growth and achievement percents of 65% approaches, 40% meets, and 18% masters on third nine weeks math and reading CBAs.	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 25% of students that scored DNM on STAAR attend tutoring at least once a week.	Choose One	
PP-2	By the end of the third quarter, 60-70% of teachers will have lead/colead a campus initiative.	Choose One	
PP-3	#REF!	Choose One	
PP-4	#REF!	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, on the language arts STAAR simulation assessment, 29% of SPED students will score approaches, 14% will score meets, and 10% will score masters. On the math test, 30% will score approaches, 10% will score meets, and 5% will score masters.	Choose One	

PE-2	By the end of the third quarter, 40% of students will participate in student led conferences.	Choose One	
PE-3	#REF!	Choose One	
PE-4	#REF!	Choose One	

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, the campus will award all perfect attendance students, the chronically absntent list will be down 10% from previous year, and the campus attendance rate will be at 91%	Choose One	
DE-2	By the end of the fourth quarter, discipline incidents will be tracked and will show a 50% decrease from the 4thquarter of the 23-24 school year.	Choose One	
DE-3	#REF!	Choose One	
DE-4	#REF!	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, there will be a 10% decrease in Bowden students who scored below the median percentile on Math, Reading, and Spanish Reading EOY NWEA MAP assessments.	Choose One	
SL-2	By the end of the fourth quarter, students will show 70% growth and achievement percents of 65% approaches, 40% meets, and 18% masters on EOY STAAR math and reading assessments.	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 30% of students that scored DNM on STAAR attend tutoring at least once a week.	Choose One	
PP-2	By the end of the fourth quarter, 100% of teachers will have lead/colead a campus initiative.	Choose One	
PP-3	#REF!	Choose One	
PP-4	#REF!	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, on the language arts STAAR test, 30% of SPED students will score approaches, 14% will score meets, and 10% will score masters. On the math test, 32% will score approaches, 10% will score meets, and 5% will score masters.	Choose One	
PE-2	By the end of the fourth quarter, 50% of students will participate in student led conferences.	Choose One	

	PE-3	#REF!	Choose One	
	PE-4	#REF!	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the 24-25 school year, we will have an overall average daily attendance rate of 91% from last years 89.7%	Choose One	
DE-2	By the end of the 24-25 school year, there will be a 50% decrease in the overall amount of discipline incidents from the previous year. (Last year's discipline 108 incidents)	Choose One	
DE-3	#REF!	Choose One	
DE-4	#REF!	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the 24-25 school year, there will be a 10% fewer students who scored below the MAP Average percentile (50%) on NWEA Math, Reading and Spanish Reading outcomes compared to EOY (Current Reading 16%; Math 19%; RSpan 27%)	Choose One	
SL-2	By the end of the 24-25 school year, 70% of students will meet growth on final CBA and/or STAAR EOY results in Reading and Math with achievement percents of 65% approaches, 40% meets, and 18% masters. (Current: Reading 63/35/18; Math 50/26/14)	Choose One	
SL-3	#REF!	Choose One	
SL-4	#REF!	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the 2024-2025 school year, a tutoring system is established that supports 30% of students that scored DNM on STAAR. (RDNM 44%; MathDNM 60%)	Choose One	
PP-2	By the end of the 24-25 school year, 100% of teachers will lead/colead a campus initiative.	Choose One	
PP-3	#REF!	Choose One	
PP-4	#REF!	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the 24-25 school year, on the language arts STAAR, 38% of SPED students will score approaches, 21% will score meets, On the STAAR math test, 35% of SPED students will score approaches, 15% will score meets. This will show a 3% increase in areas.	Choose One	

PE-2	By the end of the 24-25 school year, 50% of students will participate in student led conferences as measured by teacher logs in Branching Minds Reports	Choose One	
PE-3	#REF!	Choose One	
PE-4	#REF!	Choose One	

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Committee Members

Name	Role	Name	Role
Miriam Aguilar	Principal	Isabel Zapata	Kinder Teacher
Amanda Mann	Assitant Principal	Elena Robles	2nd Teacher
Laura Halvorson	Assitant Principal	Carla Sanchez	3rd Teacher
Patricia Washignton	School Counselor	Priscilla Reyna	SPED Dept. Chair
Christi Fillhart	District	Edgar Mayorga	Math Department Lead
Maria Rodriguez	Parent	Dawn Barrera	Science Department Lead
Sandra Trevino	Parent	Liza Vega	PreK Teacher
Antonia Arellano	Parent	Vincent Arciniega	English Dept Representative
Pam Duesing	Community Member	Alicia Negrete	Fine Arts Dept. Chair
Ena Reyes	FACE Specialist	Brisa De La Rosa	Student
Jeanette Denn	Secretary	Sergio Calderon	Business
Laura Ruiz	Community Member	Princess Keen	Student

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Artemisia Bowden Academy	15907- 147
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Roberto Hernandez
Principal	SAISD Board Approval Date
Miriam Aguilar	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
8.5.24	8.8.24

Data Tables

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Compliance Checklist							
Federally Required Strategies – Do we have strategies that address -							
At-Risk Support	<input checked="" type="checkbox"/>	Support for Special Populations	FAL	Parent & Family Engagement	<input checked="" type="checkbox"/>	Students Not On Grade Level	FAL
Recruiting/Retaining Teachers	<input checked="" type="checkbox"/>	Violence Prevention/Intervention	<input type="checkbox"/>	Professional Development	<input checked="" type="checkbox"/>	Dropout Prevention (Secondary)	FAL
Physical Activity	<input type="checkbox"/>	Social and Emotional Support	<input type="checkbox"/>	Student Attendance	<input checked="" type="checkbox"/>	Transition PK to K	<input type="checkbox"/>
Quality of Learning Environment	<input checked="" type="checkbox"/>	CCMR - Secondary	<input type="checkbox"/>	MTSS – Behavioral Interventions	<input checked="" type="checkbox"/>	Federally Funded Staff	<input checked="" type="checkbox"/>
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents			
Physical Locations of the Plan	Printed in front office in Lime-Green Title I Binder, Tab 1			Physical Locations of the Compact	Printed in front office in Lime-Green Title I Binder, Tab 2		
Languages Available	printed in English, Available in other languages upon request			Languages Available	printed in English, Available in other languages upon request		
URL to Online Version	School Website: https://schools.saisd.net/page/147.homepage			URL to Online Version	School Website: https://schools.saisd.net/page/147.homepage		
Equitable Availability of Parent-Family Engagement Policy to Parents							
Physical Locations of the Policy	Printed in front office in Lime-Green Title I Binder, Tab 3			How and When was the PFE Policy Distributed			
Languages Available	printed in English, Available in other languages upon request			PFE is available on school website, and will be sent in print the first 9 weeks of the '24-'25 school year.			
URL to Online Version	School Website: https://schools.saisd.net/page/147.homepage						

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Front Office;School Website		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English (Spanish Upon Request)		
<input checked="" type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version	https://docs.google.com/spreadsheets/d/1qwBd-_gfrCxpB0e3CaXQRuZALyPEWNv/edit?gid=233174427#gid=233174427		
<input checked="" type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input checked="" type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Front Office;School Website		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English (Spanish Upon Request)		
<input type="checkbox"/>	Physical Activity	URL to Online Version	https://schools.saisd.net/upload/template/0281/docs/Bowden24-25FamilyEngagementPolicy.pdf		
<input checked="" type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input checked="" type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Front Office;School Website		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English (Spanish Upon Request)		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version	https://schools.saisd.net/upload/template/0281/docs/24-25BowdenCompactPolicy.pdf		
<input checked="" type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations	Meeting	4/24/2024	Meeting	9/25/2024
<input type="checkbox"/>	Transition PK to K	Meeting	4/30/2024		
<input type="checkbox"/>	Violence Prevention/Intervention	Meeting	8/8/2024		

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	Yes
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	Yes
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		Yes
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	Yes
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		Yes
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	Yes
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	Yes
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	Yes
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		Yes
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	Yes
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	Yes
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		Yes
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	Yes
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	Yes
	Dated agenda and minutes from the meeting documenting discussion and decisions		Yes
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		Yes
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	Yes
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		Yes
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	Yes
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	Yes
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	Yes
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	Yes
	Dated agenda and minutes from the meeting documenting discussion and decisions		Yes
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		Yes
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
	Dated invitations/notices of a minimum of 2 meetings		Yes

Title I Meetings	Presentation/Slide Deck and agendas for both meetings	Google Shared Folder	Yes	
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		Yes	
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		Yes	
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		Yes	
	Staff Training: Value & Utility of Parents		Presentation/Slide Deck and agenda	Yes
			All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures	Yes